

✚ Benchmark 7.1: The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

Level 4 – Exceeds Benchmark: The curriculum in all subject areas specifies research-based and mission appropriate standards. The written curriculum as a whole gives easily accessible evidence that it is vertically aligned to ensure that every student, no matter what courses taken, successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values. The curriculum has been mapped for purposes of realizing gaps and overlaps in content.

✚ Level 3 – Fully Meets Benchmark: The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values. *(The curriculum adheres to (arch)diocesan policies and/or guidelines.)*

Level 2 – Partially Meets Benchmark: The curriculum identifies standards being addressed throughout the program of studies. Students are required to complete a specified sequence of academic courses, but these courses are not vertically aligned to ensure coherence and rigor.

Level 1 – Does Not Meet Benchmark: The school does not have and use a standards-based written curriculum to provide a sequence of academic courses for students.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Graded course of study		
<input type="checkbox"/>	Standardized test scores		
<input type="checkbox"/>	National standards		
<input type="checkbox"/>	Curriculum maps		
<input type="checkbox"/>	Specific notation of Catholic values in the curriculum		
<input type="checkbox"/>	Course sequence		
<input type="checkbox"/>	Common assessments		
<input type="checkbox"/>	Written curriculum		
<input type="checkbox"/>	<i>Minutes/ notes from curriculum review process</i>		
<input type="checkbox"/>	<i>Curriculum handbooks (which reflect the incorporation of Catholic teaching across the curriculum)</i>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

✚ Benchmark 7.2: Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

Level 4 – Exceeds Benchmark: Rigorous standards are adopted across the curriculum and include integration of the religious, spiritual, moral, and ethical dimensions of learning in every unit in every subject.

✚ Level 3 – Fully Meets Benchmark: Standards are adopted across the curriculum and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

Level 2 – Partially Meets Benchmark: Standards are adopted in some areas of the curriculum, and occasionally include integration of the religious, spiritual, moral and ethical dimensions of learning in all subjects.

Level 1 – Does Not Meet Benchmark: Standards are not identified throughout the curriculum. Ad hoc curriculum and instruction may occasionally include integration of the religious, spiritual, moral and ethical dimensions of learning but without any systematic organization.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Grades/course of study for all subject areas demonstrating noted dimensions		
<input type="checkbox"/>	Mission statements		
<input type="checkbox"/>	Curriculum standards		
<input type="checkbox"/>	National standards <i>(in addition to other sources of evidence)</i>		
<input type="checkbox"/>	Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age <i>(in addition to other sources of evidence)</i>		
<input type="checkbox"/>	Sources of standards – ISTE, NCTE, Common Core Standards, etc. <i>((arch)diocesan standards)</i>		
<input type="checkbox"/>	Analytical data for determining rigor		
<input type="checkbox"/>	Teacher Course syllabi, curriculum maps, and teacher units and lessons		
<input type="checkbox"/>	<i>Curriculum handbooks (which reflect the incorporation of Catholic teaching across the curriculum)</i>		
<input type="checkbox"/>	Other: <input style="width: 350px; height: 20px;" type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 7.3: *(Grounded in Gospel values.)* Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

Level 4 – Exceeds Benchmark: *(Grounded in Gospel values.)* Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. Evidence of student knowledge, understanding and skills is manifested in innovative projects that are infused with Gospel values and recognized by professional entities (national organizations, academic groups, research scholars, etc.) as exemplary. Students’ performance and work products consistently throughout the academic program demonstrate critical, creative, literate, and moral thinking related to solving real world problems and making moral decisions.

Level 3 – Fully Meets Benchmark: *(Grounded in Gospel values.)* Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. **Student performance and work products demonstrate critical, creative, literate, and moral thinking related to solving real world problems and making decisions.** *(In Wisconsin, the sentence “Student performance and work products demonstrate critical, creative, literate, and moral thinking related to solving real world problems and making decisions.” is not applicable to this level.)*

Level 2 – Partially Meets Benchmark: *(Grounded in Gospel values.)* Curriculum and instruction for 21st century learning is evident in some subject areas and results in emerging knowledge, understanding and skills for students to become creative, reflective, literate, critical and moral evaluators and/or problem solvers and/or decision makers and/or socially responsible global citizens. Curriculum and instruction for 21st century learning is not an obvious priority.

Level 1 – Does Not Meet Benchmark: Curriculum and instruction for 21st century learning is not included. Expectations of providing knowledge, understanding and skills for students to become moral evaluators, problem solvers, decision makers, and/or socially responsible global citizens are not articulated in the curriculum and are not evident with any regularity during instructional periods.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Graded course of study		
<input type="checkbox"/>	Curriculum guides		
<input type="checkbox"/>	Lesson plans		
<input type="checkbox"/>	Technology plan		
<input type="checkbox"/>	Use of case studies, problem-based learning, service learning		
<input type="checkbox"/>	Emphasis on processes of learning		
<input type="checkbox"/>	Job descriptions of faculty		
<input type="checkbox"/>	Public recognition of curricular effort		
<input type="checkbox"/>	Student awards		
<input type="checkbox"/>	Common assessments and classroom-based assessments		
<input type="checkbox"/>	<i>Student performances and work products</i>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 7.4: Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills. *(In Wisconsin, “expert” means proficient.)*

Level 4 – Exceeds Benchmark: Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills. Exemplary digital products created and/or published by students serve the common good of the school, parish or broader community. Student products and performance require students to consistently and regularly be expert users of technology, able to create, publish and critique digital tools in all disciplines and at all levels.

Level 3 – Fully Meets Benchmark: Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills. Student products and performance require students to be expert users of technology, able to create, publish and critique digital tools.

Level 2 – Partially Meets Benchmark: Curriculum and instruction for 21st century learning prepares some students to become users of technology, able to create, perhaps publish, and/or critique digital products that reflect their understanding of the content and/or their technological skills.

Level 1 – Does Not Meet Benchmark: Few if any students have opportunities to participate in the use and critique of either sophisticated digital products or technological processes to create sophisticated digital products as the curriculum does not demand such.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Technology plan		
<input type="checkbox"/>	Access to hardware and software		
<input type="checkbox"/>	ISTE standards		
<input type="checkbox"/>	Graded course of study		
<input type="checkbox"/>	Curriculum guide for technology		
<input type="checkbox"/>	Integration of technology in content areas		
<input type="checkbox"/>	Student work and projects demonstrating technological skills		
<input type="checkbox"/>	Classroom-based assessments		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 7.5: Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

Level 4 – Exceeds Benchmark: Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. Affective dimensions of learning are sequenced and articulated for all grade levels and/or subject areas and incorporate Gospel values.

Level 3 – Fully Meets Benchmark: Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. Unit and lesson plans show deliberate attention to such things as perseverance, risk taking, collaboration, self-regulation, initiative, etc. Affective dimensions of learning incorporate Gospel values.

Level 2 – Partially Meets Benchmark: Classroom instruction is sometimes designed to address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and/or habits of mind. This occurs on an ad hoc basis dependent on teacher’s interest.

Level 1 – Does Not Meet Benchmark: There is no expectation that the affective dimensions of learning are intentionally addressed in classroom instruction.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Lesson plans		
<input type="checkbox"/>	Curriculum guides		
<input type="checkbox"/>	Graded course of study		
<input type="checkbox"/>	Published programs to develop affective dimensions of learning, i.e. materials from the Committee for Children		
<input type="checkbox"/>	Staff members with expertise in such areas – mental health therapists, school counselors, school psychologists, etc.		
<input type="checkbox"/>	Professional development for faculty and staff on topics such as non-academic barriers to learning, social and emotional development of children		
<input type="checkbox"/>	Objectives and curriculum in the affective domain (<i>i.e. forgiveness curriculum, etc.</i>)		
<input type="checkbox"/>	Rubrics that include the affective dimensions of learning		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 7.6: Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student **and accommodating students with special needs as fully as possible.** *(In Wisconsin, assessment of accommodating students with special needs is incorporated into the assessment of classroom instruction and addressing student needs/capabilities.)*

Level 4 – Exceeds Benchmark: Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student and fully accommodating students with special needs. An intervention specialist provides services to students with special needs, ensuring required support services are provided. Gifted students participate in course work or programs designed to challenge, motivate, and inspire these students to meet their potential. Teacher coaches assist teachers in designing and delivering instruction to meet the needs of all students.

Level 3 – Fully Meets Benchmark: Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible. Units and lesson plans give evidence of differentiation.

Level 2 – Partially Meets Benchmark: Classroom instruction engages and motivates some students and sometimes addresses the diverse needs and capabilities of students. **Students with special needs do not have their needs fully met.** Whole group instruction is the dominant methodology. There is some variation in classroom instruction. There are no school-wide programs that provide a systematic means of meeting the needs of all students. *(In Wisconsin, assessment of accommodating students with special needs is incorporated into the assessment of classroom instruction and addressing student needs/capabilities.)*

Level 1 – Does Not Meet Benchmark: Whole group instruction is the norm. For the most part students are given the same assignments and expected to complete them within a similar time frame. Accommodations for students with special needs are not available.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Qualifications of teachers to instruct students with special needs and/or students who are gifted		
<input type="checkbox"/>	Availability of support services for students with special needs		
<input type="checkbox"/>	Agreed upon Catholic educational plan/IEP and/or ISP and/or 504 plans/plans reflective of the psycho-ed evaluation <i>(Wisconsin Catholic schools do not use a 504 plan. Instead in Wisconsin, a Catholic school uses an accommodation plan.)</i>		
<input type="checkbox"/>	Lesson plans that note differentiation of assessment		
<input type="checkbox"/>	Specific academic plan for students recognized as gifted		
<input type="checkbox"/>	Means to assess students as special needs or gifted under federal or state guidelines		
<input type="checkbox"/>	Special materials and resources to meet the needs of students identified as special needs or gifted		
<input type="checkbox"/>	Teacher coach job description		
<input type="checkbox"/>	<i>Observation and interview of school leadership, teachers, and other educators</i>		
<input type="checkbox"/>	<i>Student and parent interviews</i>		
<input type="checkbox"/>	<i>Collaboration with the local education agency (LEA)</i>		
<input type="checkbox"/>	Other: <input type="text"/>		
<input type="checkbox"/>	Other: <input type="text"/>		

School Name:

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Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 7.7: Faculty collaborates in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement. *(In Wisconsin, a professional learning community is any collaboration involving faculty, school leadership, and/or (arch)diocesan personnel.)*

Level 4 – Exceeds Benchmark: Faculty collaborates in professional learning communities to develop, implement and continuously improve the effectiveness of curriculum and instruction to result in high levels of student achievement. All or most of the following are present:

- Members of the professional learning communities use current best practice to analyze data from, to include but not be limited by, standardized achievement tests, individualized skill tests, and classroom teacher-made assessments.
- Data teams and growth/value added data are familiar to the professional learning communities
- In addition, professional learning communities are evidenced for art, music, physical education, technology, and/or elementary level foreign language teachers. These may be within a school or among schools and may be face-to face gatherings or virtual opportunities.

Level 3 – Fully Meets Benchmark: Faculty collaborates in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

Level 2 – Partially Meets Benchmark: There is some collaboration among faculty members. All or some faculty members are part of a professional learning community. Purposes for the professional learning communities are unclear and/or there is little evidence of improvement in effectiveness of the curriculum and/or improvement in student achievement.

Level 1 – Does Not Meet Benchmark: Faculty members collaborate little or not at all. Most teachers plan, instruct, and assess without sharing ideas or concepts with faculty members within the school or with faculty members from other schools teaching similar grades and content. Opportunities for collaboration are not present.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Report of professional learning community membership		
<input type="checkbox"/>	Goals for professional learning communities		
<input type="checkbox"/>	Outcomes of professional learning communities		
<input type="checkbox"/>	Minutes from faculty meetings and PLC meetings		
<input type="checkbox"/>	Achievement score data that reflects goals of professional learning communities		
<input type="checkbox"/>	Common assessment results		
<input type="checkbox"/>	<i>Minutes/ notes from curriculum review process</i>		
<input type="checkbox"/>	<i>Faculty and school leadership interviews</i>		
<input type="checkbox"/>	<i>School improvement goals</i>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

✚ Benchmark 7.8: The faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

Level 4 – Exceeds Benchmark: All faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. All faculty and professional support staff are provided professional development opportunities and complete an individualized professional development plan. Some faculty members are recognized for outstanding service to the profession for participation in professional organizations, presenters at professional conferences, facilitators for professional workshops, or are authors of scholarly publications.

✚ Level 3 – Fully Meets Benchmark: The faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. **Compliance with these requirements is factored into all employment decisions.** *(In Wisconsin, the sentence, “Compliance with these requirements is factored into all employment decisions,” is not applicable to this level.)*

Level 2 – Partially Meets Benchmark: The majority of faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. Those not in compliance are aware of necessary steps to ensure academic preparation and licensing and are expected to complete those on a designated timeline.

Level 1 – Does Not Meet Benchmark: Many of the faculty and professional support staff do not meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. Those not in compliance are not aware of necessary steps to ensure academic preparation and licensing and/or are not expected to complete them.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Certificates or licenses for faculty and staff		
<input type="checkbox"/>	Individualized professional development plans		
<input type="checkbox"/>	Verification of activities with professional organizations		
<input type="checkbox"/>	Evidence of professional publications on-line and in print		
<input type="checkbox"/>	<i>(Arch)Diocesan</i> in-service records, tracking program for in-service		
<input type="checkbox"/>	Conference proceedings and programs		
<input type="checkbox"/>	Copies of presentations and/or shared works		
<input type="checkbox"/>	Published professional materials		
<input type="checkbox"/>	Job expectations		
<input type="checkbox"/>	Credential requirements for jobs		
<input type="checkbox"/>	<i>Personnel files</i>		
<input type="checkbox"/>	<i>Documentation of catechetical certification</i>		
<input type="checkbox"/>	<i>PDP or record of continuing education</i>		
<input type="checkbox"/>	<i>Documentation of catechetical certification requirements by diocese and/or diocesan designate</i>		
<input type="checkbox"/>	<i>Published diocesan requirements</i>		
<input type="checkbox"/>	<i>Evidence of developmentally appropriate methodology</i>		

School Name:

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<i>Teacher evaluations – forms and schedule of completed evaluation</i>		
<i>Retreats and pilgrimages to enhance faith life</i>		
<i>Strategy of evaluation effectiveness of teachers</i>		
<i>Study of effectiveness of the religion program on lives of the students</i>		
<i>Responses to crises that demonstrate elements of faith in decision making</i>		
<i>ACRE scores and/or similar assessment</i>		
<i>Outcomes of growth in faith formation such as ACRE or similar tests (Information for Growth (IFG))</i>		
Other: <input type="text"/>		
Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 7.9: Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

Level 4 – Exceeds Benchmark: Faculty and professional support staff consistently demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. The school establishes integrated goals for effective instruction, culture sensitivity, and modeling of Gospel values and can provide evidence of student growth in cultural sensitivity and Gospel values through and at the conclusion of school programs. Individual faculty members align professional goals with school goals and intentionally review their own progress and improvement for effective instruction, cultural sensitivity, and modeling of Gospel values. Evidence of these goals is visible in school culture.

Level 3 – Fully Meets Benchmark: Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. Some professional development in these areas is provided.

Level 2 – Partially Meets Benchmark: Some faculty and professional support staff demonstrate and show emerging knowledge and skills needed for effective instruction, cultural sensitivity, and modeling of Gospel values. Some professional development in these areas is provided.

Level 1 – Does Not Meet Benchmark: Faculty and professional support staff have minimum or basic knowledge and skill for effective instruction, cultural sensitivity and/or modeling of Gospel values. Observation in the school reveals ineffective instruction and/or insensitivity to cultural differences and/or absence of Gospel values.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Cultural competence in-service		
<input type="checkbox"/>	Strategic plan		
<input type="checkbox"/>	Classroom observation records		
<input type="checkbox"/>	Faith formation opportunities		
<input type="checkbox"/>	Professional development – effective instruction		
<input type="checkbox"/>	Lesson plans		
<input type="checkbox"/>	Surveys of faculty and professional support staff		
<input type="checkbox"/>	Annual goal setting includes plans for improvement in these areas		
<input type="checkbox"/>	Annual accreditation compliance reports		
<input type="checkbox"/>	Curriculum maps		
<input type="checkbox"/>	Surveys of students and parents		
<input type="checkbox"/>	Template for individual faculty goal setting		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 7.10: Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning. *This benchmark has been covered by Benchmarks 2.3 and 7.8.*

Level 4 – Exceeds Benchmark: Faculty and staff deliver and engage in high quality professional development, including religious formation, and are accountable for implementation that supports all student academic learning and growth in faith formation, which are evidenced through targeted assessment. Review of faculty performance includes monitoring of level and effectiveness of implementations. Professional development objectives are tied to student learning needs and mirror the focus of professional development currently in place. Faculty creates planning documents for the implementation of professional development, and the assessment of the effects of the implementation are ongoing and frequent.

Level 3 – Fully Meets Benchmark: Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning. Faculty set goals for improvement and select professional development for growth. The effectiveness of the professional development is measured by student learning growth.

Level 2 – Partially Meets Benchmark: Some or all faculty and staff engage in high quality professional development in some subject areas and perhaps religious formation. Implementation of professional development concepts and strategies is inconsistent.

Level 1 – Does Not Meet Benchmark: Faculty and staff do not engage or engage minimally in professional development. When professional development occurs there is no accountability for implementation.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

BENCHMARK

SATISFIED BY

BENCHMARKS

2.3 and 7.8.

<input type="checkbox"/>	Individual professional development plan		
<input type="checkbox"/>	Lesson plans		
<input type="checkbox"/>	Surveys of faculty and staff		
<input type="checkbox"/>	Student achievement scores		
<input type="checkbox"/>	Record of workshops and retreats		
<input type="checkbox"/>	Pre and post conference notes. Records of change in practice as a result of professional development. <i>(In Wisconsin, this is not applicable)</i>		
<input type="checkbox"/>	Faculty/staff retreats		
<input type="checkbox"/>	School professional development plans		
<input type="checkbox"/>	Catechetical course work		
<input type="checkbox"/>	Participation in the Virtue Learning Community for Faith Formation or similar online or face-to-face catechetical formation courses, communities		
<input type="checkbox"/>	Catechetical certification levels		
<input type="checkbox"/>	Outcomes of growth in faith formation such as ACRE or similar tests <i>(Information for Growth (IFG))</i>		
<input type="checkbox"/>	Results of catechetical assessments such as ACRE		
<input type="checkbox"/>	Curriculum maps		
<input type="checkbox"/>	Individual professional development plan		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team: